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ABSTRACT

Guidelines developed by the Austin Early Childhood Special Education Program are provided for training parents to observe and participate in the classroom. Described is a four-session program in which small groups of parents view a videotape, observe in a classroom other than their child's, and finally observe in their own child's classroom. Instructions for the trainer and for the observer are included with observation worksheets for each session. Also included are pre-post tests for the first and fourth meeting. (CL)

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The Austin Early Childhood Special Education Program

OBSERVATION TRAINING FOR PARENTS

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Outreach Project
Austin Early Childhood Special Education
Austin Independent School District

Fall, 1976

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Table of Contents

Overview..... 1

Meeting I

Summary..... 4

Directions for the Trainer..... 5

"Get Acquainted" Games..... 7

* Pre-Post Test..... 8

The Lemon/Apple Game..... 9

* Observation -- What Does It Mean? 10

* Language As A Tool for Recording/Non-Verbal "Mood" Cues..14

* Subjective Words 16

* Observation Hints 17

Meeting II

Summary 18

Directions for the Trainer 19

Sample Sentences.....21

* Observation Worksheet: Objective and Subjective 22

Observing an Individual Child Worksheets:

* Adjustment to School 23

* Play Activities.....24

* Social Development-Interaction with Adults.....25

* Social Development-Interaction with Peers 26

* Teacher Planned Activity 27

Meeting III

Summary 28

Directions for Trainer 29

* For the Observer 31

* Observation Worksheet: Objective and Subjective 32

Meeting IV

Summary..... 33

Directions for the Trainer..... 34

* Observation Worksheet: Objective and Subjective 35

* Pre-Post Test..... 36

* When You Work With Children 37

* These pages are used as handouts to parents during the training sessions.

Overview

Rationale

One of the objectives for the parent program is to get as many parents as possible into the classroom to help once a week, once a month, or whenever possible. Realizing that parents have misgivings concerning what they can do and what contribution they can make, an observation training course was organized so that a parent could not only learn a skill, but would also feel more comfortable about his/her role in the classroom.

The parents' presence in the school can:

1. Directly help the home/school communication relationship.
2. Answer questions they may have about their child's training program.
3. Reassure the parents about the child's placement.

By coming to school on a regular basis the parent can:

1. See how the child functions with other children and adults.
2. Learn techniques that may be carried over into the home.
3. Better understand the school's contribution to the child's development.
4. Make concrete suggestions.
5. Become a supporter and spokesman for the program.

The Room

The workshops should be held in a room that is comfortable for the participants and large enough for viewing video tapes. A large table with chairs is desirable so that the booklets can be spread out and the participants can write.

Provide:	Paper	Coffee/Cokes
	Pencils	Donuts
	Ashtrays	

As the participants enter the room name tags may be given them. They are invited to have a cup of coffee or other drink. It is important that the group become acquainted with each other. After all those who will attend have arrived, a "Get Acquainted" game may be played.

Training

The training is planned for one morning a week for 1½ hours for four weeks. The first meeting is an Introduction to Observation session. The handouts are given to the parents and discussed. At the second meeting the participants view a video tape after a review of the observation materials. Then guidelines (Handouts) are given each participant and the video tape is viewed again. The third meeting is spent observing in a classroom other than in their child's room. The fourth meeting is spent observing their own child. After each observation time the group comes back together to discuss their observations.

Small groups (5-6 persons) are trained at a time so that an individualized approach can be used with the parents. They agree to participate and come in for four consecutive weeks. In a few cases it will take five or six weeks as the parent may need to observe for a longer period of time.

After the four week training period the parent is ready to begin working with the teachers in the classrooms. His readiness level is considered in making assignments. The responsibility for assigning activities is taken over by the teachers. The trainer is always available for retraining and follow-up.

Different groups will need to adapt this training to their center or group of parents. It is important to be aware of the specific needs of the group to be trained so that the training can be individualized.

MEETING I

Summary

Purpose

To introduce observation procedures, explaining rationale and terms

Materials

Apples or lemons

Observation handouts

Pre-test

Pencils

Activities

1. Pre-test
2. Play apple/lemon game
3. Brain storm "Observation"
4. Discuss "Why, When, Where, How, Subjective, Objective Observation"
5. Go over handouts with participants
6. Answer questions

Evaluation

Number attended ____ Handouts brought back ____

Discussion

____ All participated ____ Lively ____ Sparse

____ Leader had difficulty keeping it going

____ Participants got off the subject
____ Often ____ Rarely ____ Never

Interaction among participants ____ All ____ Some ____ None

Directions for the Trainer

Pre-Planning

Read over the whole packet before beginning. Become very familiar with the materials and the order in which the workshop follows.

Make arrangements for the room, coffee, materials and supplies needed.

Call and invite 5 or 6 who have indicated an interest in observation training.

During the Meeting

- Greet all of the participants. Introduce them to each other. Invite them to have a cup of coffee.
- Play the "get acquainted" game.
- Give a brief overview of the training that they will participate in over the next 4 weeks.
- Give each a Pre-test and a pencil. Have them write their name on the pretest. Read over the directions together. Tell them to answer as quickly and honestly as possible. Circle Pre-test at the top.
- Play Apple/lemon game. List "What we learned from the game."
- Brainstorm "observation". Keep a copy of comments and main points to be used in the summary.

- Give each the packet for Meeting I. Ask each to read the pages entitled 'Observation'.
- After all have finished reading discuss together, answer questions, and review the key words - observation, facts, objective, subjective, what, how.
- Go over pages 14 - 17 together. Talk about the words. On page 16 ask such questions - "What does sensitive mean to you?" Use any of the words listed until each participant has had a turn.
- Review the material covered.
- Stop the meeting on time.
- Tell them the packet is theirs to take home, to reread, to mark on, but to please bring it back to each meeting.

"Get Acquainted" Games

Might use one:

1. Leader says, "We will have a turn introducing each other."
   a) "Turn to the person on your left and become acquainted with each other. After 3 minutes we will introduce each other telling something about that person."
   b) Go around the table and introduce yourself as such - "My name is Alice, and I feel like an apple." The next person says "This is Alice and she feels like an apple. I am Ruth and I feel like rubber." Continue around the table until the whole group has been introduced.
2. Any other "warming up" type activity can be used just as well.

Pre - Post Test

Rate yourself as honestly as possible. 1. Strongly agree (SA) 2. Agree (A) 3. Undecided (U) 4. Disagree (D) 5. Strongly Disagree (SD)

Observation is a term I understand.

1 (SA) 2 (A) 3 (U) 4 (D) 5 (SD)

Through observation I am able to get facts about my child which will help me work with him/her.

1 (SA) 2 (A) 3 (U) 4 (D) 5 (SD)

I know what subjective observation is.

1 (SA) 2 (A) 3 (U) 4 (D) 5 (SD)

The <u>how</u> of observation is more important than the <u>what</u>.

1 (SA) 2 (A) 3 (U) 4 (D) 5 (SD)

Through observation I am able to determine causes of behavior.

1 (SA) 2 (A) 3 (U) 4 (D) 5 (SD)

I am able to describe my child's behavior accurately by observing.

1 (SA) 2 (A) 3 (U) 4 (D) 5 (SD)

I have little time to observe my child.

1 (SA) 2 (A) 3 (U) 4 (D) 5 (SD)

I am unable to observe my child objectively.

1 (SA) 2 (A) 3 (U) 4 (D) 5 (SD)

The Lemon/Apple Game*

Materials:

One lemon/apple for each participant and a paper bag to hold lemons/apples.

Example of Instructions to Participants:

"We are going to try an experiment in how people observe things. We will discuss more of the purpose after we have conducted the exercise."

(The trainer should give one lemon to each participant and himself.)

"This experience is called 'The Lemon/Apple Game.' We will take five minutes for everyone to silently become familiar with his lemon. You can use this time to study your lemon and to become familiar with all its peculiar characteristics, its shape, coloring, scars, etc. You also may want to think of a name for your lemon, and possibly something of its 'life history.'"

(Five minutes should be allowed for this purpose. After this time, everyone, starting with the trainer, may introduce his lemon to the group as creatively as possible. Introductions may need to be limited to one or two minutes each. After the introductions are completed, the trainer should collect all the lemons in a paper bag and then dump them out on a table or on the floor. He can then ask participants to select THEIR OWN lemon from out of the pile. Everyone will probably be surprised to discover that this is an easy thing to do.)

The trainer can then ask the group how this experience can be applied to observation.

* Larry R. Rood, Parents and Teachers Together (Day Care and Child Development Council of America, Inc., June, 1970), p. 26

OBSERVATION -- What Does It Mean?

Observation -- what does it mean? The dictionary says 1) the act or power of noticing (something), 2) being seen, 3) a noting or recording of facts, as for research, and 4) a comment or remark. For the purpose of this paper the definition will be that "observation is the act or power of noticing or seeing and gathering information by recording the facts." This sounds easy and matter-of-fact, but is it? In the course of a busy day, how observant are we of people's faces, tiny flowers in the park, changes in the season? How well do we observe all the little "somethings" that mark our child's growth and development?

Why is it important to be able to observe? Looking in an objective factual way gives us information about the child's skills, feelings, and attitudes; we see his strengths and competencies, his techniques and abilities in handling materials and his relationship with an ever-changing environment. We see how he fits into his environment and how the environment affects him. Observation helps us to understand the child, to better see the way he feels about life and himself. For an adult, it is not easy to see the child as he sees himself, because we tend to "call it as we see it." This is normal and natural, but if we have a clear, objective picture (taken during an observation time), it is possible to discover causes of behavior and thus, to learn to interpret the child's behavior.

When an observer looks at the activities of others, he tends to interpret what they are doing in light of his own past experiences. It is sometimes necessary to keep a written, factual record of observations, in order to recognize a personal bias. Another problem which confronts the objective observer is the emotional content of many words. We say "Johnny is happy," when the factual observation would be "Johnny ran into the room, smiling and laughing." To say "Johnny is happy" is to interpret (subjective observation), or to give our own conception of what occurred. Try not to interpret behaviors of a child until you have observed and recorded all the facts over a period of time.

You as parents want to learn as much about your child as you possibly can, but you have much to occupy time and thoughts and probably wonder why you need to do this at home. If your child whines a great deal, has begun to kick the dog, bites other children, plays alone most of the time, is crying more, or exhibiting any behavior out of the ordinary, this is the time to observe. By recording what happens before the incident, when it occurs, and your reaction you may be able to "key in" on some of the causes. There is always a cause for a child's behavior. There may be no reason that we can see, or it may be a reason an adult would find silly or incomprehensible, but there is a reason. The ultimate source of clues to a child's behavior is the behavior itself, carefully observed and recorded.

The challenge of objective observation is not the what of an activity, but the how. How refers to body movement or action -- posture, movement, head position, use of limbs; rhythm, tempo, pace; facial expression as revealed in and around eyes; quaility of voice. The action (the what) may be identical -- but the manner is individual. The style of the behavior is what sets one child apart from others; when possible, this should be captured in the "word picture that we have of the child."

Time is an important factor in the accuracy of the observation. The time of day may produce different information about the same behavior, so it is well to observe at different times during the day for a short time (15-20 minutes). The number of times that you observe is important, as one observation tells us nothing except what the child did on that day, at that time. Observe over a period of weeks, while your child is playing with his brother or sister or friends, taking his bath, eating his snack, dressing or anytime that you are "free" to observe; but get the facts and then examine them for a pattern or the objective picture of the child's behavior.

In summary it is well to keep in mind that there are two types of observations: Objective - which is the actual characteristics (facts) of the action we are observing, and Subjective - which is the interpretation of the action. One's biases, prejudices, feelings and opinions are often expressed quite emphatically in subjective

terms. What a child is doing is the action (or what we are looking at), but the how of his actions gives us more accurate information about the action. If we observe a child over a period of time we can better determine the cause of his behavior and this information will help us to better understand the child.

It is a good idea to keep a pad and pencil handy, in your pocket, on a cabinet, or any convenient place so that the body movements and actions can be written down as they are exhibited. It is very easy to forget! A list of objective words is attached to help in the observation process.

Language As A Tool For Recording *

The use of descriptive words provides a more accurate picture of not only what the child is doing, but how he does it. Below are examples of descriptive words which can be used in recording observation.

Walk: amble, stroll, wander, saunter, clomp, stomp, march, strut, ramble, waddle, brisk, tiptoe

Run: stampede, whirl, dash, dart, gallop, speed, shoot across, bolt, hippety-hop

Talk: whisper, bellow, shout, scream, roar, lisp, whine, demand, tell, murmur, stutter, mumble, monotone

Cry: wail, howl, whimper, fuss, bawl, sob, mourn, lament, weep

* Adapted from D. Cohen & V. Stern. Recording the Behavior of Young Children. N.Y.: Teachers College Press, Columbia University

Non-Verbal "Mood" Cues

Facial: eyes: downcast, darting, tearful, dull, blinking, blank, glaring, flashing, sleepy, bright, watering, glassy

mouth: drooping, smiling, pouting, quivering, laughing, puckered, drawn, sneering, tongue between lips, tongue hanging out, biting lips, wide open, lightly closed, drool

smile: full, open, dimpled, half

Posture:

shoulders: stooped, drooped, straight back

arms: loose at side, swinging with wide motion, still at sides with hands clinched, folded, relaxed

hands: clapped together, fist wringing motion, flapping

posture: erect, rigid, haunched, relaxed, slouch

rhythm of movement: rapid, quick, slow, measured, swift, leisurely, jerky

Gestures: Pulling at clothes, blinking eyes, sucking thumb, shaking head, wringing hands, masturbation, picking nose, flapping hands, banging head, rocking, scratching

Others: pinch , hit, kick, running away from adult, hands over ears, hands over eyes, pull away, flinch

Subjective Words

Subjective words (based on feelings or opinions) tend to confuse rather than clarify. The following words are examples. Can you add more?

angry	cooperative
sad	bored
frustrated	aggressive
curious	uncooperative
nervous	uncoordinated
interested	embarrassed
sensitive	good
anxious	confused
inquisitive	disruptive
attentive	immature
bad	helpful
bright	needful
charming	withdrawn
alert	conscienteous
responsive	independent
creative	obedient
gay	cheerful
wistful	heavy-hearted
shy	jubilant
merry	

Observation Hints

Some suggested points for observing an individual child and his behavior.

I. Physical Appearance and Health

Height and weight (Compare to others in the class or age group.)
Body Proportions - head, trunk, legs, feet, size, build.
Clues of special difficulties - squints, glasses, braces, aids.
Respiratory problems - stuffed up, mouth breathing, coughing, drool.
Handicap -

II. Body Management

Posture and gait - sitting, standing, moving about, running, jumping.
Coordination and fine motor skills - use of hands, feet, fingers.
Handedness - right, left, mixed, ambidextrous.
Activity - on task, nervous habits, day dreaming, fiddling.
Activity - too active, normal, inactive.

III. Appearance

Clothing - appropriate for school and weather, clean, dirty, size.
Facial expression - frown, smile, scowl, deadpan, animated.
Personal care - hair, hands, clothes, fingernails.

IV. Social and Emotional

Interaction with peers - with whom does he like to work, play, relax? Who is avoided?
School adjustment - how does he come into the room? class participation, shows interest, not involved.
Teachers and other adults - whom does he go to for help? Does he go to one teacher? relationship with other school adults? Is he hesitant with strange adults?

MEETING II

Summary

Purpose

To observe video tape using observation skills

Materials

Video tape and monitor

Observation worksheets

Pencils

Activities

1. Review meeting I
2. View video tape without guidelines
3. Discuss observation - go over several observations for objective/subjective
4. Handout observation guidelines and discuss
5. View video tape again
6. Discuss, answer questions
7. Summary

Evaluation

Number attended ____ Handouts brought back ____

Discussion

____ All participated ____ Lively ____ Sparse

____ Leader had difficulty keeping it going

____ Participants got off the subject
____ Often _____ Rarely _____ Never

Interaction among participants
____ All _____ Some _____ None

Directions for the Trainer

Pre-Planning

Call the participants to remind them of the meeting or send a reminder.

Arrange for coffee and other drinks.

Check the room for chairs, etc.

During the Meeting

- Take 5 minutes to "chat" and get coffee.
- Review the words - objective, subjective, facts, opinions, time, what, how.
- Ask for questions or comments about the handouts and Meeting I.
- Give each a sentence (see Sample Sentences) to read and then to state objective information that would lead up to that conclusion. The trainer will demonstrate this first. Compliment each one on their efforts.
- Tell them "Today we will observe on video tape." (Use a free play situation). Give each a clean sheet of paper and pencil to write their observations on. Assign one child to each participant and tell them to observe "The physical characteristics, what the child does and how he does it."
- View the tape.
- If 2 people observed the same child have them get together for 5 minutes and compare notes. Then have each one share her

observation with the others. Separate the subjective from the objective comments.

- Observe the video tape again. This time use the Observation Worksheet - reminding them to only use the left side at this time.
- Discuss the second observation and answer questions.
- Tell them next week they will observe in a classroom - but not in their child's.
- Reassure them that it isn't easy to learn to observe. They are not graded and that the progress will be slow, but that they are all doing very well.
- Ask them to study the "Observing an Individual Child" guidelines for next time.
- Summarize the meeting.
- End on time.
- Remind them of the time and day for the next meeting.

Sample Sentences

Harry is a bad boy.

Jill is a jolly girl.

Bill shows a lot of curiosity.

Molly is a stubborn girl.

Gary isn't well motivated.

Susan is a lazy girl.

Jim can't sit still.

Beth is immature for her age.

Observation Worksheet

Name of Observer _____ Date _____

Name of Child _____ Time _____

Activity _____

Objective (facts)	Subjective (opinions)

Meeting II
Handout

Observing an Individual Child

Name of Observer _____

Name of Child _____

Teacher _____ Date _____ Time ____To_____

Activity While Observing _____

Adjustment to School	Yes	No
- Does the child need to be reminded to hang up his coat?	___	___
- Does the child need to be directed to an activity?	___	___
- Does the child work independently?	___	___
- Does he show interest in the classroom activities?	___	___
- Does he need support from a teacher?	___	___
- Does he know what he is to do?	___	___
- Does he know what is expected of him?	___	___
- Does he try new things?	___	___

Observing an Individual Child

Name of Observer _____

Name of Child _____

Teacher _____ Date _____ Time _____To_____

Activity while Observing _____

Play Activities	Yes	No
- Does the child become involved in an activity without being told?	___	___
- Does the child stay with the activity for 10 minutes or more?	___	___
- Does he switch from activity to activity?	___	___
- Is he easily distracted?	___	___
- Does he get into conflicts over equipment/toys?	___	___
- Does he prefer to be alone when he plays?	___	___
- Does he approach other children?	___	___
- Does he play next to other children with same materials?	___	___
- Does he prefer to play indoors?	___	___
- Does he prefer to play outdoors?	___	___
- Does he confine his play to a narrow area in space?	___	___

Observing an Individual Child

Name of Observer _____

Name of Child _____

Teacher _____ Date _____ Time ____ To ___

Activity while observing _____

Social Development - Interaction with Adults	Yes	No
- Does the child go to any adult?	___	___
- Does he go to specific people?	___	___
- Does he need to be physically close to a teacher at all times?	___	___
- Is he comfortable with adults?	___	___
- Is he friendly with adults?	___	___
- Is he clinging?	___	___
- Is he demanding?	___	___
- Does he seek adults out for comfort?	___	___
- Does he avoid being comforted?	___	___
- Does he ask for help?	___	___
- From only specific people?	___	___
- Does he take corrections/limitations well?	___	___
- Does he resist corrections/limitations from certain adults?	___	___
- Does he spend a lot of time watching adults?	___	___

Observing an Individual Child

Name of Observer _____

Name of Child _____

Teacher _____ Date _____ Time _____ To ____

Activity while observing_____

Social Development - Interaction with Peers	Yes	No
- Does the child seek out other children?	___	___
- Does the child seek only certain children?	___	___
- Does he avoid some children?	___	___
- Does he take part in group activities with children of his age?	___	___
- Is he accepted by the other children in the group?	___	___
- Does he spend a lot of time watching other children?	___	___
- Does he share space, ideas, and equipment?	___	___
- Does he want his own way most of the time?	___	___
- Does he take a leadership role?	___	___
- Does he take a followers role?	___	___

Meeting II
Handout

Observing an Individual Child

Name of Observer _____

Name of Child _____

Teacher _____ Date _____ Time _____ To _____

Activity while observing _____

Teacher Planned Activity	Yes	No
- Does the child go with the teacher when called?	___	___
- Does he sit with the group at the beginning of the activity?	___	___
- Does he stay with the group during the whole activity?	___	___
- Does the child become involved in the activity?	___	___
- Does he need prompting to stay with the activity?	___	___
- Does he appear to understand the activity?	___	___
- Is he easily distracted from the activity?	___	___
- Does he participate verbally?	___	___
- Does he participate nonverbally?	___	___

MEETING III

Summary

Purpose

To use observation skills to observe a child in a classroom

Materials

Observation worksheets

Pencils

Activities

1. Review Meetings I and II
2. Make observation assignments (to observe a child similar to their own for 30 minutes)
3. Meet together for discussion
4. Observe again if there is time
5. Discuss
6. Answer questions

Evaluation

Number attended ____ Handouts brought back ____

Discussion

_____ All participated _____ Lively _____ Sparse

_____ Leader had difficulty keeping it going

_____ Participants got off the subject
____ Often ____ Rarely _____Never

Interaction among participants

____ All _____ Some _____ None

Meeting III

Directions for the Trainer

Pre Planning

- Make arrangements with teachers for the participants to observe a child who has a handicap similar to their own child's.
- Call or send reminders.
- Check the room to see that there are enough chairs.
- Fix coffee

During the Meeting

- Take 5 minutes to "chat" and get coffee. (By this time the participants have become friendly.)
- Review the words - objective (facts), what, how, observation, subjective (opinions).
- Discuss "Observing an Individual Child" sheets and how they can be useful in observing.
- Say, "Today you will observe in a classroom. The teachers know you are coming. I will take you to the room, find you a chair and point out the child you are to observe. Write down everything he/she does and how he does it for 5 minutes, rest a few minutes, and then observe another 5 minutes until a total of 20 minutes of observation has been done. Any questions?"
- Go over "For the Observer."

- Take each participant to the room they are to observe in.
- After the group has come back together have each one share their observation. Group discussion and questions follow each one.
- Ask each one if she is ready to observe her own child the next week. If she is not, have her observe in another room again. If the participant needs the trainer to go into the room with her to observe this should be determined. (The trainer can help the parent by being with them and establishing them as an observer. The child can usually accept this.)
- Summarize the meeting.
- Remind them of the time and day next week.

Footnote

- From this point the training can be done individually. However, this prevents the group discussion which is a valuable part of the training so the group is encouraged to stay together. If a parent misses one meeting she can continue with the group the next week but is encouraged to make up what she missed.

Meeting III
Handout

FOR THE OBSERVER:

Please come the time and day you are scheduled to come.

Be sure to have paper and pencil before going into the room.

Trainer/teacher will show you where to sit.

Sit whenever possible - out of the main paths - preferably against the wall, but where you can hear and see well.

It is all right to move to another location, but do this as quietly as possible.

It is important not to talk while observing.

If a child approaches you, be polite, but try not to interact. If he asks for assistance, refer him to the teacher.

If you have questions, discuss them with the teacher/trainer later.

Please let the teacher initiate the discussion or wait until after class.

The observations are <u>confidential</u>. Please do not discuss them with anyone but the teacher/trainer.

Should a fight/argument, or danger situation develop near where you are and a teacher is not near do not allow a child to hurt another child or hurt himself. Go back to your observation as soon as the teacher is alerted.

Avoid laughing at the children.

Be OBJECTIVE. ALERT. UNINVOLVED.

Observation Worksheet

Name of Observer _____ Date _____

Name of Child _____ Time _____

Activity _____

Objective (facts)	Subjective (opinions)

MEETING IV

Summary

Purpose

To use observation skills for parents to observe their own child.

Materials

Observation worksheets

Pencils

Post-Test

Activities

1. Review the observation from the week before
2. Make observation assignments (their own child) for 45 minutes
3. Meet together to discuss observations
4. Have each participant share with the group
5. Discuss together
6. Post-test

Evaluation

Number attended _____ Handouts brought back _____

Discussion

____ All participated _____Lively ____ Sparse

____ Leader had difficulty keeping it going

____ Participants got off the subject
____ Often ____ Rarely ____ Never

Interaction among participants
____ All ____ Some ____ None

Directions for the Trainer

Pre Planning

Make arrangements with teachers for the participants to observe their own child.

Check the room, coffee, chairs.

During the Meeting

1. Review Meetings I, II, III. Say, "Let's talk about what we have learned - - -."
2. Trainer takes participants to their own child's room to observe. If they are not ready to observe their own child they can observe the same child as the week before.
3. In some cases it might be necessary for the trainer to go in with the participant to help them observe their own child. The child will accept their parent as an observer if the trainer is there. Have them observe 30-40 minutes.
4. Meet together to discuss the observations.
5. Each participant shares with the group.
6. Discuss the Observation Training. How do they feel about it? Does it have value or not?
7. Post-test - Ask each to put her name on and fill out. Circle Post-test at the top.
8. Hand out the guidelines 'When You Work with Children.'
9. Summarize the training.

Footnote

- Those parents who need more time to complete the training should be worked with individually. It may take them 5-6 weeks to complete. As they finish the training be sure to have them fill out the Post-test.

Observation Worksheet

Name of Observer _____ Date _____

Name of Child _____ Time _____

Activity _____

Objective (facts)	Subjective (opinions)

Pre - Post Test

Rate yourself as honestly as possible. 1. Strongly agree (SA) 2. Agree (A) 3. Undecided (U) 4. Disagree (D) 5. Strongly Disagree (SD)

Observation is a term I understand.

1 (SA) 2 (A) 3 (U) 4 (D) 5 (SD)

Through observation I am able to get facts about my child which will help me work with him/her.

1 (SA) 2 (A) 3 (U) 4 (D) 5 (SD)

I know what subjective observation is.

1 (SA) 2 (A) 3 (U) 4 (D) 5 (SD)

The <u>how</u> of observation is more important than the <u>what</u>.

1 (SA) 2 (A) 3 (U) 4 (D) 5 (SD)

Through observation I am able to determine causes of behavior.

1 (SA) 2 (A) 3 (U) 4 (D) 5 (SD)

I am able to describe my child's behavior accurately by observing.

1 (SA) 2 (A) 3 (U) 4 (D) 5 (SD)

I have little time to observe my child.

1 (SA) 2 (A) 3 (U) 4 (D) 5 (SD)

I am unable to observe my child objectively.

1 (SA) 2 (A) 3 (U) 4 (D) 5 (SD)

The following guidelines are given the parent as she/he finishes the observation training:

When You Work With Children

1. You will make the decision about what you are ready to do.

    a. Work with one child
    b. Work with small group
    c. Work with large group

2. Start doing something (music, story, teacher's assistant) you feel comfortable doing.

3. The teachers will plan your activities at first. When you are ready you will do the planning.

4. Be relaxed.

5. Be a good listener.

6. Speak clearly in a gentle voice.

7. Remember that attitudes are formed early in life - you are a model.

8. Keep your expression pleasant.

9. Always avoid rushing a child as learning experiences should be unrushed.

10. Be generous with approval, and stingy with criticism. Build confidence!

11. Avoid giving a child a choice unless you are willing to accept "no." It is sometimes better to have the child choose between two alternatives.

12. During free play watch for opportunities to enrich experiences.

13. Sit on the children's level. Look at them when talking. Squat down by the child when interacting with him.

14. Avoid wearing sun glasses unless medically necessary so that the child can always see your eyes.

15. Observe the teachers as much as possible to pick up techniques for working with particular children.

16. NEVER, NEVER, NEVER, discuss the child when he is within ear shot.

17. Have fun!

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